

Repton Manor Primary School Medium Term Plan



Creating Use info to create something new	Evaluating Critically examine info and make judgements	Analysing Take info apart and explore relationships
Applying Use info in a new situation		
Understanding Understand and make sense of info		
Remembering Remember and recall info		

Greater Depth Skills

Expected Skills

Emerging Skills

Topic: The Golden Age

Year Group: 2

Terms: 1

Subject - Discrete	Maths					
Unit	Number	Number	Number	Number	Number	Number
Small Steps	Place Value (4 weeks)		Addition & Subtraction (2 weeks)			
Framework objectives	<ul style="list-style-type: none"> Counting forwards and backwards within 20 Tens and ones within 20 	<ul style="list-style-type: none"> Represent numbers to 100 Tens and ones with a part-whole model Tens and ones using addition 	<ul style="list-style-type: none"> Fact families – addition and subtraction bonds to 20 Check calculations Compare number sentences Related facts 	<ul style="list-style-type: none"> Fact families – addition and subtraction bonds to 20 Check calculations Compare number sentences Related facts 	<ul style="list-style-type: none"> Subtraction - crossing 10 Subtract a 1-digit number from a 2-digit number – crossing ten 	<ul style="list-style-type: none"> Subtraction - crossing 10 Subtract a 1-digit number from a 2-digit number – crossing ten

<ul style="list-style-type: none"> Counting forwards and backwards within 50 Tens and ones within 50 Compare numbers within 50 Count objects to 100 and read and write numbers in numerals and words 	<ul style="list-style-type: none"> Use a place value chart Compare objects Compare numbers Order objects and numbers Count in 2s Count in 5s Count in 10s Count in 3s 	<ul style="list-style-type: none"> Bonds to 100 (tens) Add and subtract 1s 10 more and 10 less Add and subtract 10s Add by making 10 Add a 2-digit and 1-digit number – crossing ten 	<ul style="list-style-type: none"> Bonds to 100 (tens) Add and subtract 1s 10 more and 10 less Add and subtract 10s Add by making 10 Add a 2-digit and 1-digit number – crossing ten 	<ul style="list-style-type: none"> Add two 2-digit numbers – not crossing ten – add ones and add tens Add two 2-digit numbers – crossing ten – add ones and add tens Subtract a 2-digit number from a 2-digit number – not crossing ten Subtract a 2-digit number from a 2-digit number – crossing ten – subtract ones and tens Find and make number bonds Bonds to 100 (tens and ones) Add three 1-digit numbers 	<ul style="list-style-type: none"> Add two 2-digit numbers – not crossing ten – add ones and add tens Add two 2-digit numbers – crossing ten – add ones and add tens Subtract a 2-digit number from a 2-digit number – not crossing ten Subtract a 2-digit number from a 2-digit number – crossing ten – subtract ones and tens Find and make number bonds Bonds to 100 (tens and ones) Add three 1-digit numbers
--	---	--	--	--	--

Subjects - Discrete	RE	Games	PE	Music	Computing	E-Safety
Unit	Christianity: What did Jesus teach us?	Sending & Receiving	Athletics	Ho Ho Ho Animal noises	Computer Systems and Networks – Information IT	Copyright and Ownership
Small Steps	<ul style="list-style-type: none"> Is it possible to be kind to everyone all of the time? <p>-We are learning to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards</p>	<ul style="list-style-type: none"> Can dribble a ball using a variety of equipment. Can pass a ball accurately using a variety of equipment. Can receive a ball using a variety of equipment. Can shoot at a target using a variety of equipment. Can use a 	Can accelerate from a variety of static positions and explain the differences. Can demonstrate the ability to change speed. Can hop for distance. Can jump from side to side with balance, speed and rhythm. Can run/jog at a	To learn how songs can tell a story or describe an idea. To say how a piece makes them feel and what it reminds them of. To recognise fast and slow tempos and high and low notes.	<ol style="list-style-type: none"> -What is information technology? -Where have we seen IT at home? -Where have we seen IT in the world? -How does IT improve our world? -Demonstrate safe use of IT -Use IT responsibly 	<p>Copyright and ownership:</p> <ul style="list-style-type: none"> I can describe why other people's work belongs to them. I can recognise that content on the internet may belong to other people.

	other people.	variety of equipment correctly and safely.	consistent pace for a few minutes.			
Framework objectives	-What can I learn from stories from religious traditions? -Should people follow religious leaders and teachings?	- master basic movements including running, jumping, throwing and catching	- master basic movements including running, jumping, throwing and catching,	To listen to a piece of music and talk about how it makes them feel. To recognise the sound and names of some of the instruments they hear. To know that we can create rhythms in different ways (from words, our names, favourite colours, animals, etc)	1. To recognise the uses and features of information technology. 2. To identify information technology in the home. 3. To identify information technology beyond school. 4. To explain how information technology benefits us. 5. To show how to use information technology safely. 6. To recognise that choices are made when using information technology.	
Topic Application	• Nurture link				- Animal, text and picture	-link to Computing lessons in context of what we are doing in class.

Topic	Big Questions	Subject Coverage (Subject, Context)	Learning Opportunities (Lesson order and structure, including small steps)	Objectives Covered (from subject Frameworks)
The Golden Age				
Class Reader: My friend Walter - Michael Morpurgo	BQ1: What was life like when Elizabeth I was queen?	Reading: My friend Walter - Michael Morpurgo (Friday lessons) RWI	Storytelling: Story about Elizabeth I for children to retell as part of the planning for their non-chronological reports. Lesson 1: Hear, map, step, speak Lesson 2: Oral retelling Lesson 3: Boxing up of information from story Lesson 4: Deepening activity (poetry) Lesson 5: Deepening activity (portrait) - annotate with descriptive language	History: I appreciate that some famous people have helped our lives be better today, such as; Elizabeth I and Queen Victoria, Mary Seacole and/or Florence Nightingale (Explorers - Sir Frances Drake and Hernan Cortes) I can use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning. I can sequence a set of events in chronological order and give reasons for their order: Great fire of London, Explorers of the New worlds.
SS: Meeting Queen Elizabeth 1 (interview)	Big Answer: Creating an explanation poster/leaflet/non-	Writing: Non chronological report (Life in the Elizabethan Era)		

<p>MM: Queen Elizabeth I portraits</p> <p>FF: Mini theatre performance</p> <p>Learning Environment: Displays and book corners to reflect learning topic.</p>	<p>chronological report</p>	<p>GPS: -Punctuation - full stops, capital letters, question marks and exclamation marks. -Conjunctions</p>	<p>Lesson 6: Deepening (research) - add to boxing up of information Lesson 7: Report writing success criteria creation (identifying features) Lesson 8: Layout and content plan (double page spread) Lesson 9: Shared write - Queen Elizabeth I introduction Lesson 10: First draft - to include food, entertainment and successes during her reign Lesson 11: First draft - to include did you know section and key facts about her. Lesson 12: Edit Lesson 13: Publish Lesson 14: Publish</p> <p>Curriculum: Lesson 1: SS - Meeting Queen Elizabeth I Create a timeline of key events leading up to Elizabeth taking the throne. Mini in books, bigger version on the floor. Lesson 2: Who was Elizabeth 1? Lesson 3 & Lesson 4: Elizabeth 1 portraits - give face shape and children decorate head dress using repeated patterns of gold/silver embroidery, velvet, satin (crimson material), exploring shapes - diamond, circles, etc. Lesson 5: What was food like during the Elizabethan era? - Create a menu - Tomatoes, chilli peppers, chocolate, cinnamon and avocados are just some of the hundreds of flavorful items that the British tasted for the first time during the Elizabethan era (food tasting?). Lesson 6: Poetry, theatre, art - make a theatre, make lolly stick characters, write a mini play script. (cereal boxes) Lesson 7: Poetry, theatre, art - perform using theatre props. Lesson 8: BA1 prep Lesson 9: BA1 present</p>	<p>I can answer questions by using a specific source, such as an information book. I can research about a famous event that happens in Britain and why it has been happening for some time.</p> <p>Art: to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>DT: I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Geography: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Living things and their habitats (taught through Curriculum & Outdoor Learning):</p> <ul style="list-style-type: none"> ● I can explore and compare the differences between things that are living, dead, and things that have never been alive. ● I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
---	------------------------------------	---	---	---

<p>Class Reader: My friend Walter - Michael Morpurgo</p> <p>SS: Creating and sailing a ship across water.</p> <p>MM: Explorers Day</p> <p>FF: Creating an explorer's outfit for a teddy</p> <p>Learning Environment: Ships/pirate/explorers theme</p>	<p>BQ2: What's the story of Sir Francis Drake?</p> <p>Big Answer: Becoming explorers and discovering a new place (Fri 14th).</p>	<p>Writing: Letters (linked to explorers/Golden Age - to Queen Elizabeth from Francis Drake)</p> <p>Storytelling changed due to needs of children. New writing: narrative (Monkey & The Hats)</p> <p>GPS: -Punctuation - full stops, capital letters, question marks and exclamation marks. -Conjunctions</p> <p>History - Sir Francis Drake Elizabethan Era</p> <p>Geography: 5 World Oceans</p>	<p>Storytelling: letter writing (from Francis Drake to Elizabeth I)</p> <p>Lesson 1: Meeting Sir Francis Drake (video)</p> <p>Lesson 2: Hear, map, step, speak</p> <p>Lesson 3: Boxing up his speech from video - 3 sections</p> <p>Lesson 4: Deepening activity - song</p> <p>Lesson 5: Deepening activity - drama</p> <p>Lesson 6: Deepening (research) - add to boxing up of information</p> <p>Lesson 7: Letter format - looking at examples and success criteria creation (identifying features)</p> <p>Lesson 8: Plan format of letter</p> <p>Lesson 9: Shared write - paragraph 1 (boat journey and feelings)</p> <p>Lesson 10: Shared write paragraph 2 - (treasure hunting, spanish gold, secret mission).</p> <p>Lesson 11: Shared write paragraph 3 - conclusion</p> <p>Lesson 12: Edit</p> <p>Lesson 13: Publish</p> <p>Lesson 14: Publish</p> <p>Curriculum:</p> <p>Lesson 1: Who was Sir Francis Drake?</p> <p>Lesson 2: Drawing his route around the world on a map (big map and beebots too?)</p> <p>Lesson 3: Creating a map with places of interest to explore.</p> <p>Lesson 4: The 5 Oceans, NP, SP, Equator</p> <p>Lesson 5: Learning about the countries he visited? South America, North America, Indonesia, South Africa</p> <p>Lesson 6: Create a mini world - in a shoebox?</p> <p>Lesson 7: Spanish Armada</p> <p>Lesson 8: BA2 Creating a sailing ship (junk modelling)</p> <p>Lesson 9: BA2 Presenting answer</p>	<ul style="list-style-type: none"> ● I can identify and name a variety of plants and animals in their habitats, including microhabitats. ● I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
--	--	--	---	--

British Values:

Democracy	Rule of law	Individual liberty	Mutual respect and tolerance
<ul style="list-style-type: none"> ● A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities. 	<ul style="list-style-type: none"> ● The need for rules to make a happy, safe and secure environment to live and work. 	<ul style="list-style-type: none"> ● Protection of your rights and the right of others you work with. ● Equality and Human Rights 	<ul style="list-style-type: none"> ● Respecting the values, ideas and beliefs of others whilst not imposing our own others.

- Leadership and accountability
- Joint decision making
- Team meetings
- The right to protest and petition
- Receiving and giving feedback

- Legislation
- Agreed ways of working, policies and procedures
- How the law protects you and others
- Codes of conduct

- Personal Development
- Respect and Dignity
- Rights, choice, consent and individuality
- Values and principles

- Tackling stereotyping, labelling, prejudice and discrimination
- Understanding that we all don't share the same beliefs and values.
- Embracing diversity
- The importance of religion, traditions, cultural heritage and preferences